CITIZENSHIP
Building a World of Good

The Wisconsin Department of Public Instruc-

Citizenship
Building a World of Good

A Tool Kit for Schools and Communities

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Madison, Wisconsin

Recycled Paper

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> " *What the best and wisest parent wants for his or her child,*
> *that must be what the whole community wants for all its children.*
> *Any other ideal for our schools is narrow and unloving,*
> *and acted upon, it destroys our democracy.* "

—— *John Dewey*

FOREWORD

Like Thomas Jefferson, John Dewey's main concern was our democratic way of life, and like Jefferson, he also understood the central role that public education must play if the republic is to remain vital, dynamic, and healthy.

Knowing that public schools fit within the larger context of community and that the individual learning success and the success of the family are largely shaped and determined by the context of the community, we in education have a critical role to play in helping our children develop as good citizens. We cannot do it alone, nor should we expect to.

This Citizenship Tool Kit provides a basis for working together with key partners, including the students themselves, to recreate communities that nurture and value citizenship.

Use the tool kit as a resource to help you shape your own efforts. There is no one prescription that fits all communities, but we can all learn from each other, starting in our own communities.

John T. Benson

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Wisconsin Department of Public Instruction

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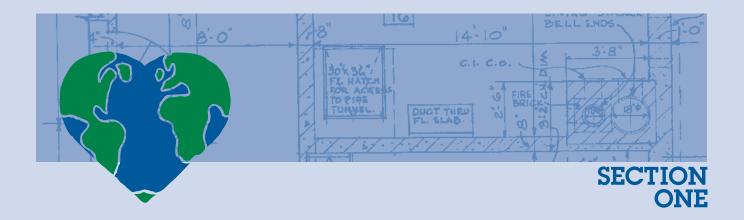
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Special thanks to Joyce Epstein, director of the Center on School, Family and Community Partnerships at Johns Hopkins University, for allowing us to adapt suggestions and forms from the National Partnership Schools Network Manual. Developing citizenship is an important function of families, schools, and communities working together. Therefore, the research and work of Professor Epstein has many applications to this effort. For more information on the Wisconsin connection with the Partnership Schools Network, see page 43 (or see the Linking with Initiatives section).

What is Basic?

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WHAT IS BASIC?

A Definition of Citizenship

Helping children develop to their full potential as citizens is an important priority of families, communities, and schools. Developing citizenship means becoming a productive, responsible, caring, and contributing member of society. It includes:

- being successful in school
- making responsible decisions
- caring about others
- contributing to society
- developing social and personal skills, such as problem solving, accepting a variety of perspectives, and setting and attaining goals
- developing a core set of common values

Schools are places where these qualities, ideally first taught in the home, can and should be promoted with the support and involvement of the family and community.

From civic education to teen pregnancy reduction, there is a common belief of what we as a society want our children to know and be able to do. It is common ground that defines citizens as productive, responsible, caring, and contributing individuals. The call to citizenship is not solely identifying what we don't want young people to do but clearly understanding the kind of people we would like them to become. It is a mission of youth development that engages them in meeting their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded. Through positive experiences, youth build assets and competencies that allow them to function and contribute in their daily lives. There must be clear and consistent expectations that youth will set goals, devise strategies to meet goals, and follow social rules. Time will pass, and youth will grow into adults regardless of the support they receive. The question is what kind of adults they will become. Positive youth development occurs when adults deliberately create conditions and opportunities for youth to become caring, contributing, productive, and responsible citizens.

This country is based on some basic beliefs of democracy that include a society where its members care about one another, contribute toward the common good, and participate in sustaining a democratic way of life. To be productive citizens in America, students need to recognize individual differences; acknowledge common bonds; and demonstrate skills related to diversity, inclusiveness, and fairness. Diversity exists in various forms including but not limited to race/ethnicity, culture, talent, ability and disability, sex/gender, sexual orientation, age, religion, language, socio-economic status, and learning styles. Inclusiveness involves providing social and economic access to everyone, understanding and appreciating all individuals and groups, learning about the contributions of diverse cultures and times, and developing skills that foster communication. Fairness requires actively challenging prejudice, stereotyping, bias, hatred, and discrimination to ensure a social climate free of favoritism or bias and impartiality and equity to all parties.

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Good citizens can be counted on to consistently demonstrate honesty, respect, courage, and other core citizenship values in everyday life. Children who grow up to be productive and contributing citizens are much more than academically successful. The world of work requires individuals who are capable of managing their own health and well being, and who have the skills necessary for problem-solving, self-direction, self-motivation, self-reflection, and life-long learning. The US Department of Labor reports the following characteristics that employers look for in teens:

- Learning-to-learn skills
- Listening and communication
- Adaptability: creative thinking and problem solving, especially in response to barriers/obstacles
- Personal management: self-esteem, goal-setting/self-motivation, personal career development/goals, pride in work accomplished
- Group effectiveness: interpersonal skills, negotiation, teamwork
- Organizational effectiveness and leadership; making a contribution
- Competence in reading, writing, and computation

To help students become caring, contributing, productive, and responsible citizens, the entire school program must reflect a clear commitment to helping students acquire the skills, attitudes, values, and knowledge to achieve the ideal. Citizenship development includes in-class instructional opportunities woven throughout the curriculum. For example, social studies classes may concentrate on the development of knowledge about and the history of our democratic institutions and principles and on the critical thinking skills necessary for competent participation in the democratic process. In family and consumer education, health education, and developmental guidance, a focus on individual and family health helps students develop the skills they need to enhance interpersonal relationships and social/emotional development. A renewed emphasis on the attitudes and commitments required to practice and live the core citizenship values is needed in all of our school curriculums and programs. The basis for all of these forms of citizenship education is the Declaration of Independence and the United States Constitution. These documents guide our constitutional democracy and will be realized if we take seriously our obligation to be good citizens.

This tool kit is about common sense in education—enhancing the total development of children: academic, social, physical, and emotional. It describes seven characteristics of schools that help children become caring, contributing, productive, and responsible citizens. Truly effective schools embrace a mission that defines student success in terms beyond intellectual achievement. Administrators, teachers, pupil service providers, and other school staff understand that the mind and spirit are closely linked and together inspire children to be their best. What is more basic than this?

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THE FOUNDATION OF SUCCESSFUL CITIZENSHIP

Seven characteristics of successful schools in developing caring, contributing, productive, and responsible citizens

1. Core Values: School and community members identify citizenship qualities such as honesty and responsibility that all agree to foster in children. These qualities are modeled by staff and students alike and set the standard for acceptable behavior.

7. High Expectations: Students are expected to do their best and experience success. All students and staff are expected to model positive behaviors that embody good citizenship.

2. Safe and Orderly Places: Students and staff feel respected, and the climate and culture of the school is drug free and safe from any form of violence. Children and adults learn constructive ways to settle differences, and peaceful conflict resolution is the norm.

6. Engage Students' Minds: Schools use many strategies and approaches to make learning relevant for students. Classrooms are interactive places that often take learning beyond the schoolhouse door.

Building CITIZENSHIP

CORE VALUES

SAFE & ORDERLY SCHOOLS

FAMILY & COMMUNITY INVOLVEMENT

ADDRESS SOCIETAL ISSUES

POSITIVE RELATIONSHIPS

ENGAGE STUDENTS' MINDS

HIGH EXPECTATIONS

3. Family and Community Involvement: The contributions of all who make up the school community are honored and celebrated. Parents, caregivers, and community members have a variety of opportunities to make meaningful contributions to school programming and student citizenship development.

5. Positive Relationships: Students feel personally known and cared for by at least one adult in the school. Students and community members are viewed as resources for supporting one another.

4. Address Societal Issues: Prevention of risk behaviors such as violence, alcohol and other drug abuse, AIDS/HIV, and teen pregnancy are a valued part of the school's programs. Services are available to students and staff who may be facing such issues in their own lives.

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Principles and Rationale for Implementing Characteristics of Successful Schools

CHARACTERISTIC 1:
Core Values

CORE VALUES

Rationale:

Positive values can inspire students to do what is right, serve their community, work hard, and learn as much as they can. A core set of values modeled by staff, students, and community helps to create a disciplined and safe environment for learning.

Principles:

- Include community members from all ethnic, cultural, religious, socioeconomic, and other groups in the process of defining core values.

- Develop a variety of opportunities for students to learn and model the core values in and outside the school setting.

- Recognize and expect that students, staff, and community model core values.

- All adults in the school environment and community share responsibility for teaching about and modeling core values.

- Core values are best promoted by family, school, and community.

- Emphasize the positive behaviors modeled in the community, recognizing that actions by all community members don't always fit the ideal.

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Expected Results of a Citizenship Initiative

Core Values

Students Will	Staff Will	Families and Community Will
Feel ownership for core values	Feel ownership for core values	Feel ownership for core values
Have clear expectations for behavior and attitudes	Share the responsibility for promoting and modeling good citizenship	Understand the school and community's role in promoting good citizens
Recognize and practice core values in everyday life	Develop citizenship themes to help integrate classroom learning and positive student behavior	Support teachers in their efforts to teach core values
See the values modeled within and outside the school	Identify ways to describe student success	Become partners with the school in developing good citizens
Have a greater variety of ways to demonstrate success	Feel supported by the community in teaching core values	Identify what they want students to be now and as future citizens
		See the positive values established in the home supported in the school

CORE VALUES

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Principles and Rationale for Implementing Characteristics of Successful Schools

CHARACTERISTIC 2:
Safe and Orderly Places

SAFE & ORDERLY SCHOOLS

Rationale:

Brain research shows that students who are threatened, harassed, or do not feel safe and valued in school cannot learn or retain learning well enough to succeed academically. Surveys of students consistently point out that students want clear expectations, fair discipline, and reasonable boundaries in their schools and classrooms.

Principles:

■ Emotional safety is as important as physical safety.

■ Rules and boundaries are known and shared, and logical consequences are fairly and consistently applied when violations occur.

■ Policies should include supportive alternatives to help children overcome personal and academic difficulties. Behaviors that threaten the safety of students and staff call for a zero-tolerance approach.

■ School staff perceptions of safety may be different from student perceptions. Continually ask students if they feel that school is a safe place for them.

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Expected Results of a Citizenship Initiative

Safe and Orderly Places

Students Will	Staff Will	Families and Community Will
Feel safe at school	Feel safe at school	Express support and confidence in the school as a safe and orderly place
Contribute to a positive school climate	Support one another	
Experience fair and logical consequences directly related to their behavior	Contribute to a positive school climate	Feel safe and respected on school grounds and at school events
Understand their actions are viewed as an opportunity for learning	Experience improved morale	Understand the expectations of their children's behavior
Have a forum for addressing concerns about safety	Apply consequences fairly for all students	Model safe and orderly behavior
	Feel supported by families and the community for enforcing reasonable boundaries fairly	
	Understand when laws and policies are being violated and administration needs to be alerted	

SAFE & ORDERLY SCHOOLS

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Principles and Rationale for Implementing Characteristics of Successful Schools

CHARACTERISTIC 3:
Family and Community Involvement

Rationale:

Study after study show the importance of parents being involved in their child's education. Part of that educational process is a partnership between parents, schools, and the community working to ensure schools are healthy and safe places to be. Schools must address issues such as school discipline, violence, vandalism, truancy, alcohol and other drugs (AOD), and other critical youth risk behaviors in partnership with parents and the community. Families, with the support of schools, help children meet life's challenges and become healthy and productive citizens.

Principles:

- Be a resource to families in establishing home environments to support children as students and citizens.
- Design effective forms of communication between and among school, home, and community.
- Create opportunities for parent and community involvement and support.
- Provide ideas to families and communities about how to help students work toward citizenship goals at home and in the community.
- Include parents and community members who represent the whole community in citizenship program planning and decision making.
- Identify and integrate resources and services from all aspects of the community to strengthen citizenship efforts.

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Expected Results of a Citizenship Initiative

Family and Community Involvement

Students Will	Staff Will	Families and Community Will
Make meaningful connections with more adults	Feel supported by the community	Better understand school goals/curriculum
Demonstrate good citizenship outside the school	Gain new partners in the education of students and development of citizens	Have opportunities for involvement and communication with the school
Feel their role as a citizen is valued and supported by the home, school, and community	Communicate more effectively with families	Learn about and share ideas for helping children succeed in school
Welcome and encourage their family's participation in school	Have more options for developing community learning activities that support citizenship	Better understand the role of the school as a partner in developing good citizens
		Support parents' participation in schools

FAMILY & COMMUNITY INVOLVEMENT

CITIZENSHIP
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Principles and Rationale for Implementing Characteristics of Successful Schools

CHARACTERISTIC 4:
Positive Relationships

POSITIVE RELATIONSHIPS

Rationale:

A collegial relationship among staff and a positive relationship between staff and students contribute to a nurturing, safe, and productive environment. These relationships are critical to helping children overcome difficulty, recognize their talents, and feel individually and collectively valued. School staff understand that they play a critical role in helping students grow and develop as individuals in order to be academically successful.

Principles:

- Schools are places children can learn and practice positive interpersonal relationship skills.

- Schools are structured so all students meet one-to-one with a teacher or other staff person at least once monthly.

- Use older students and community members as tutors or mentors to younger students.

- Provide mentors for students as they transition from elementary to middle school and from middle school to high school.

- Provide special personal support to students new to the school.

- Encourage involvement of staff in extra-curricular activities for students.

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Expected Results of a Citizenship Initiative

Positive Relationships

Students Will	Staff Will	Families and Community Will
Feel known and cared for Have a trusted adult to turn to in times of trouble Transition more easily to new grades and schools Take advantage of opportunities to help other students Develop mentor/mentee relationships Feel their talents are recognized and valued See and experience their own and others' cultures, contributions, and traditions	Take the opportunity to know students personally Develop more meaningful consultations with other staff when concerned about a student Intervene earlier when students are struggling Have greater appreciation of students and colleagues Support diverse students and families Employ culturally relevant and fair instructional practices	Recognize and support a child's positive feelings about school Speak well of the school, its students, and staff Feel confident that children are experiencing positive and meaningful interactions with adults at school and in the community Honor the cultural traditions and contributions of all groups

POSITIVE RELATIONSHIPS

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CHARACTERISTIC 5:
Address Societal Issues

Rationale:

The school is the one institution other than the family that has consistent contact with all children. However, some children are challenged by life issues such as violence, AIDS, teen pregnancy, and AOD. Schools, in partnership with families and communities, must help children develop the knowledge, attitudes, and skills they need to make responsible decisions about these behaviors. Children who are dealing with such challenges are simply too preoccupied or distracted to do their best in school.

Principles:

- Provide comprehensive K-12 programs and services that address critical social issues.

- Provide opportunities for civic and social action.

- Provide adequate levels of pupil services staff for students as well as connections to community services.

- Provide K-12 classroom instruction to help children make responsible decisions necessary to resist risk behaviors and engage in positive opportunities for growth and development.

- Support school employees who may be dealing with similar issues in their own lives through an Employee Assistance Program.

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Expected Results of a Citizenship Initiative

Address Societal Issues

Students Will	Staff Will	Families and Community Will
Feel supported in making health-promoting decisions	Have opportunities to understand and take action about youth risk behaviors	Be an active partner in risk prevention and health promotion
Integrate and evaluate information about many social issues	Support student inquiry and participation in civic life	Support the school's efforts in helping children avoid risky behaviors
Access a variety of programs and services that support them in making good decisions	Access programs and services that encourage good decisions for their own health	
Become better informed about community resources	Become better informed about community resources	

ADDRESS SOCIETAL ISSUES

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Principles and Rationale for Implementing Characteristics of Successful Schools

CHARACTERISTIC 6:
Engage Students' Minds

Rationale:
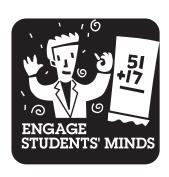
Engaging students' minds keeps them connected to school and makes them responsible for their own learning. Students who are connected to school have the greatest opportunities for becoming caring, contributing, productive, and responsible citizens.

Principles:

- Create school environments that reflect and honor the cultural traditions of all people.
- Create an environment in which students feel free to express their thoughts and feelings or to make mistakes without ridicule.
- Develop thoughtful, challenging tasks and learning experiences.
- Involve students in building connections between learning and everyday life.
- Offer students many different ways to learn and demonstrate learning.
- Offer students a chance to work in groups and teams to foster social skills.
- Involve students beyond the classroom in meaningful participation in other activities such as school plays, clubs, sports, music, etc.
- Include service-learning alternatives in classes to foster connections.

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Expected Results of a Citizenship Initiative

Engage Students' Minds

Students Will	Staff Will	Families and Community Will
Value learning because of its connection to everyday life	Develop a variety of teaching strategies to meet the diverse needs of students	Have greater opportunities to be involved in students' learning
Show greater acceptance and appreciation of diversity	View themselves as facilitators of learning	Understand the school's citizenship goals and curriculum
Develop perseverance in and outside the classroom	Share the responsibility for learning with students and families	Feel excited about the innovations they see at school
Have many opportunities to build on their individual talents and interests	Experience a higher degree of student involvement and satisfaction	Help develop and participate in community-based learning opportunities for youth
Enjoy school and want to be there		

ENGAGE STUDENTS' MINDS

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CHARACTERISTIC 7:
High Expectations

HIGH
EXPECTATIONS

Rationale:

For students to make the most of their potential, the adults who surround them at home and at school must encourage and expect achievement. Clear expectations for behavior and performance provide students with a picture of the kind of person they and their families want them to be. Having that vision reinforced over and over by teachers and caregivers becomes a self-fulfilling prophecy that helps children overcome difficulties and challenges. Likewise, adults in the school setting should be expected to do their best and model appropriate behaviors. High expectations for youth and adults help everyone in the school strive to create an ideal that promotes the best in each person.

Principles:

- Involve staff, students, caregivers, and the community in developing shared goals and expectations for appropriate behavior.
- Recognize students and staff for excellence in learning and appropriate behavior.
- Clearly explain the rights and responsibilities of students and staff.
- Intervene when students or staff are demeaned or harassed.
- Expect students to succeed and do their best and help them view failures as learning opportunities.

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Expected Results of a Citizenship Initiative

High Expectations

Students Will	Staff Will	Families and Community Will
Feel respected and safe at school	Feel respected and safe at school	Feel respected and safe at school
Strive for personal and social achievement	Share responsibility with students for fostering high expectations	Support school staff expectations for themselves and their students
See expectations modeled and supported by peers and adults	Welcome support from family and community in maintaining high expectations for themselves and for students	Experience a sense of ownership in creating and understanding high expectations for all youth and adults in the school

HIGH
EXPECTATIONS

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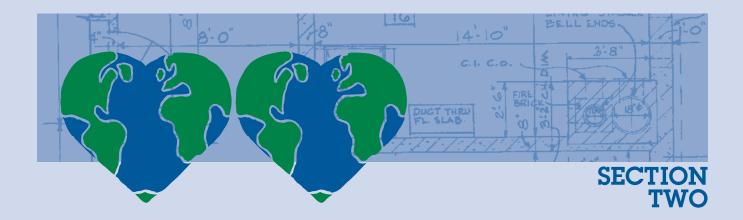
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Where Are We Now?

- An Inventory for Schools Fostering Citizenship

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WHERE ARE WE NOW?

An Inventory for Schools Fostering Citizenship

This Citizenship Initiative School Inventory (accompanying pages) will help identify your school's perceived strengths in each of the seven characteristics of schools that build caring, contributing, productive, and responsible citizens. You may find that your school has already begun to implement many components of a citizenship initiative. You also may find other areas that could be targeted for improvement over the next several years.

Your district's Citizenship Team should complete this assessment with input from other staff, students, and community members. These groups may have a different perspective on your school's programs that provide useful insight. Completion of this self assessment will prepare your Citizenship Team to develop an improvement plan.

Basic Assumptions

There are some basic assumptions that your team must be aware of to make this process work. While all members of the team will not have to agree with each assumption, a majority of the team will have to agree with them. The basic assumptions are:

■ Our school community views citizenship as part of the school's mission.
■ Development and improvement can occur to ensure comprehensive, integrated, high-quality programs and services.

Instructions:

1. Give a copy of the self-assessment to each member of the Citizenship Team. If possible, ask additional student, family, and community representatives to complete the self-assessment as well.
2. Each member of the Citizenship Team and invited student, family, and community representative should place a mark along each of the item scales to indicate their respective levels of agreement (or disagreement) with each statement.
3. In a discussion, the group should determine a consensus score for each item. **The dialogue about these issues is more important than the score.**
4. Compare the consensus rating of the Citizenship Team to the ratings given by the student, family, and community representatives. You may find certain groups have very different perceptions of the current status than those of your team. The differences may warrant further investigation and discussion, and can help to pinpoint areas of strength and areas for further effort. The inventory is intended to help provide direction. Teams can decide how to use or modify the tool to best meet local needs and resources.

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CITIZENSHIP INITIATIVE SCHOOL INVENTORY

School Name _____

School Year _____

Role of person completing this inventory:

☐ Administrator ☐ Parent ☐ Pupil Services

☐ Student ☐ Teacher ☐ Other (Specify)_____

Gender:

☐ Male ☐ Female

Race (check all that apply):

☐ White (not Hispanic) ☐ African ☐ Hispanic/Latino

☐ Asian American ☐ American Indian

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CHARACTERISTIC 1:
Core Values

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a) We have defined the core values that our school and community believe are basic to good citizenship.					
b) We have the support and involvement of the community in promoting core values.					
c) Core values are included in classroom instruction across a variety of subject areas.					
d) School and athletic policies are consistent with the core values.					
e) Students and staff model the core values daily.					
f) Students and staff are recognized for modeling the core values.					
g) Parents and caregivers consistently provide feedback to the school about how students are modeling the core values at home.					
h) Teachers provide feedback to parents and caregivers about how their child is modeling the core values at school.					
i) Students have a variety of opportunities to model core values through instructional and extracurricular activities.					

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CHARACTERISTIC 2:
Safe and Orderly Places

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a) All students and staff feel safe and respected at school.					
b) All students and staff participate in creating a healthy school environment.					
c) All adults within the school setting are role models or mentors who foster positive and healthy behaviors.					
d) The school provides an environment for parental involvement in the development of policies related to a healthy and safe school climate.					
e) All students, teachers, other school staff, administrators, and parents feel safe at school-sponsored events and on school-sponsored transportation.					
f) Schools are equipped with adequate communication systems for quick accessibility and response in emergency situations.					
g) Student discipline policies promote student responsibility.					
h) The policies regarding a healthy and safe school climate are regularly discussed with school staff, students, and parents.					
i) Students, parents, and school staff feel that all school discipline policies are implemented and enforced consistently and equitably.					

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CHARACTERISTIC 3:
Family and Community Involvement

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a) Families and community members are actively involved in planning and implementing citizenship activities.					
b) Families are provided with materials and/or activities to promote citizenship in the home.					
c) Families are provided with multiple opportunities to share information and concerns about the school's citizenship initiative.					
d) The school coordinates school-based citizenship efforts with community groups such as service organizations, businesses, and churches.					
e) The school has implemented school/community programs, such as youth service-learning and adult volunteer/mentor programs.					
f) The school recognizes school volunteers annually.					
g) School staff model volunteerism in their communities.					
h) Families receive information on citizenship goals and related skills for students.					
i) The school encourages and provides opportunities for students and senior citizens to participate in intergenerational activities.					

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CHARACTERISTIC 4:
Positive Relationships

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a) Strategies, such as tutoring and mentoring programs, are used to promote positive relationships between older and younger students.					
b) The school (or teachers) provides extra support to students transitioning into the school from the lower grades.					
c) When new students come to the school from another district or school, the school provides him/her with a peer mentor who agrees to help the new student learn about his/her new school.					
d) All adults in the school setting strive to know students personally.					
e) Students say they believe their teachers care about them personally.					
f) The school schedule and services are structured to allow time and opportunities to connect and interact with students on a personal and emotional level beyond the traditional instructor/learner roles.					
g) Families and community support school efforts to encourage positive and meaningful interactions between students and adults in the school setting.					

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CHARACTERISTIC 5:
Address Societal Issues

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a) Teachers use research to plan or revise prevention and intervention programs and services that directly address critical risk behaviors for students.					
b) The curriculum helps students develop skills, attitudes, knowledge, and values to make responsible decisions.					
c) Students have adequate access to all Pupil Services providers, including school nurses, psychologists, social workers, and counselors.					
d) The school has effective procedures in place to connect students and their families to community-based services that address physical and mental needs.					
e) Staff understand the risk issues facing students and have adequate staff development opportunities to learn about effective prevention and intervention strategies.					
f) Staff believe the school plays a vital role in the prevention of youth risk behaviors.					
g) The school provides opportunities for families and the community to learn about and become involved in the prevention and intervention of youth risk behaviors.					
h) Employees have access to an employee assistance/ employee wellness program.					

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CHARACTERISTIC 6:
Engage Students' Minds

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a) Students participate in solving problems and making decisions about their school.					
b) The curriculum helps students apply learning in real-life school and community-based situations.					
c) All teachers help students develop a variety of learning styles.					
d) All teachers recognize the preferred learning styles of each of their students.					
e) Students develop an understanding of their best learning style.					
f) A collegial atmosphere exists among staff to provide a variety of educational opportunities.					
g) Teachers, students, caregivers, administrators, school board members, and the community all have adopted critical and creative thinking as a basic goal of education.					
h) The processes of thinking are integrated as content across the curriculum.					
i) All students have opportunities to expand their skills through extracurricular activities.					
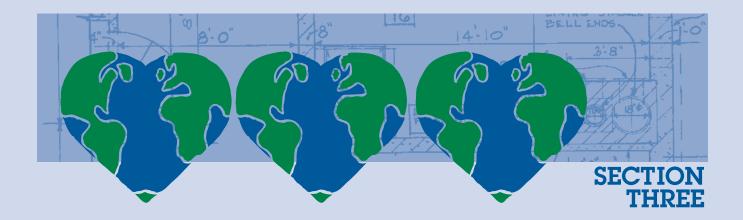
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CHARACTERISTIC 7:
High Expectations

a) Youth and adults in the school and community share a common vision of school success that includes good citizenship.

b) Teachers, administrators, and school board members believe all students can become caring, contributing, responsible, and participating citizens.

c) All students feel their teachers hold them to high expectations.

d) Youth and adults in the school and community recognize that good citizenship is demonstrated in many ways—intellectually, socially, and emotionally.

e) The school and classrooms offer students opportunities to practice and model democracy.

f) Students experience the rights and responsibilities of leadership and decision making.

g) School, family, and community members are valued for their individuality and diversity.

h) Youth and adults understand and respect the rights and responsibilities of all.

i) Youth and adults are expected to make informed, socially-responsible decisions.

j) The school culture and climate fosters critical discussion, reflection, and risk-taking.

k) All students are expected to provide service to their school or community.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a)					
b)					
c)					
d)					
e)					
f)					
g)					
h)					
i)					
j)					
k)					

How Do We Build It?

- Overview

- Link with Existing School
  Improvement Initiatives

- Adopt a Resolution

- Assemble a Citizenship Team

- Strategize for Success

- Continually Inform the Community

- Evaluate Your Results

- Know Your Resources

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HOW DO WE BUILD IT?

Overview

This section is designed to help you begin to organize your efforts to implement the seven characteristics in your building. It explains a simple seven-step planning and implementation process that could be used locally to:

- link with existing school improvement efforts
- adopt a resolution
- assemble a citizenship team
- plan for success
- continually inform the community
- evaluate your results
- know your resources

Like most implementation practices, this is a cyclical process that repeats itself over time. Since the characteristics of schools that build caring, contributing, productive, and responsible citizens are somewhat complex, it will realistically take your building several years to address them all. Once addressed, the improvements you have made will need continual support. Without the long-term view and constant commitment, efforts can be superficial and trite. In this way, promoting citizenship is more than an event or one-year focus; it becomes the way your school does business every day of every year.

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Link with existing school improvement initiatives

Committing to promote citizenship by helping children become caring, contributing, productive, and responsible people adds a new dimension to the term "student achievement." Therefore, planning for academic, personal, social, and emotional achievement should be part of a single school improvement plan. Rather than duplicating existing planning processes, consider adding citizenship goals to your school's current school improvement planning process.

There are several national and state school-wide improvement initiatives, one or more of which may be underway in your district. Consider the following initiatives as excellent vehicles for planning the development of citizenship:

Goals 2000

Goals 2000 is the Educate America Act passed by Congress in 1994. The purpose is to provide an equal education and improve the quality of education for ALL students through improvements in the education system throughout the nation at the state and local levels. It provides support and financial resources to help states, communities, and schools develop comprehensive and long-term education improvement plans. States have used the funds to develop their own education improvement plans, which have been based on standards and high expectations for all students. Goals 2000 outlines eight goals to achieve by the year 2000. They are:

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign language, civics and government, economics, arts, history, and geography. Further, every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy. The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- American students will be first in the world in mathematics and science achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol, and will offer a disciplined environment conducive to learning.
- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Clearly, the development of caring, contributing, productive, and responsible citizens is central to goals 3 and 7, and supports a district's efforts to achieve other goals.

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Standards

Academic standards serve as goals for improving teaching and learning. The standards enable parents, students, teachers, and citizens to be aware of what students should know and be able to do at a given time in their education. The standards serve as rigorous goals for students and teachers. The first, and most important, step is to look at the foundations students will need to achieve these standards. Districts must have the essence of the Citizenship Tool Kit in place to ensure students' ability to achieve these standards.

Successful schools will produce successful students. Not all students are prepared to learn and accept responsibility as citizens. The Citizenship Tool Kit is a resource of foundational ideas for districts of what students need to be successful and to help districts look at what they have, what they need, and how to integrate the two.

The time has come to look beyond the content standards of the curriculum as a response to the call for preparing students to be better citizens. Formal curriculum is not the end but the means to a larger more important end. Education must seek to help students integrate the knowledge they gain into a coherent vision; help students envision an adult life where they are full, contributing members of a community and society, and help students acquire values and skills that provide leadership and service.

Although it takes more than curriculum content to foster caring, contributing, productive, and responsible citizens, classroom instruction is an important strategy. Several disciplines directly target citizenship as a competency or standard of achievement. Social studies, health, family and consumer education, and developmental guidance all include standards or competencies that contribute to a student's development as a good citizen. Citizenship is also a concept that helps to connect many areas of the curriculum. Often, big concepts like citizenship become a source of conflict as educators debate whose subject matter it really is. A concept as universal as citizenship belongs to all educators and should unite disciplines and programs.

IASA

The Improving America's Schools Act (LASA) was signed into law by President Clinton in 1994. IASA succeeds the former Elementary and Secondary Education Act (ESEA). The difference between the two is the piece-meal structure under the original legislation, which has been replaced by a more integrated structure based upon research in effective school improvement. In Wisconsin, the [ASA programs are integrated into overall school improvement that reinforces content and performance standards. The following noncompetitive ASA programs are available to Wisconsin: Title I (helping disadvantaged youth meet high standards), Title 11 (Eisenhower Professional Development Program), Title IV (Safe and Drug Free Schools), and Title VI (innovative education program strategies). The competitive ASA grants are: Title III (technology for education) and Title VII (bilingual education, language enhancement, and language acquisition programs).

The purpose of ASA is to ensure that districts integrate these federal programs into a comprehensive whole to ensure success for all students. The inclusion of Safe and Drug Free Schools entitlements in ASA indicates a recognition that the positive social and emotional development of children is a key element to success. Blending Drug Free Schools efforts within a citizenship initiative helps to connect prevention with the development of caring, contributing, responsible, and productive citizens to improve academic and per-

sonal achievement.

Site-Managed Schools

To be effective, each school must have a level of investment and ownership from its students, their families, and community members. Site management attempts to increase individual autonomy of stakeholders through shared information and expanded involvement in decision making. Parents' interests now seem to focus on the curriculum offerings, leadership, and teaching that happens in their neighborhood school. Research on educational effectiveness suggests that the individual school is a good focus for improvement. The neighborhood school may be the best place to reconcile competing claims with local conditions and preferences. "One shoe does not fit all," so what may work in one building in a district may not be the perfect fit for another building in the district. Essentially, site management is a form of decentralization that involves individual school planning, budgeting, and accountability. However, site management does not imply that the school and community make all the decisions. On the contrary, site management attempts to strike a balance between school autonomy and central office, or district, goals and initiatives. True site-based management provides a wonderful setting for school, family, and community collaboration. This is a great way to get parents and community invested in children and to encourage the responsibility of raising healthy, resilient, and successful citizens.

The site-managed school, by its nature, involves all stakeholders in decision-making about programs that need to be in place for all students to be successful. The ideas presented in the Citizenship Tool Kit can find a natural home in a site-managed building. There may be a team already established to look at the integration of content programs and process skills students need to be good citizens. The Citizenship Tool Kit provides additional ideas to integrate the development of caring, contributing, productive, and responsible citizens in all aspects of the school environment.

Strategic Planning

Strategic planning is a process by which a district determines goals in areas such as curriculum, staff development, maintenance, pupil services, community links, and so forth. This process is designed as a framework for districts to make sound educational decisions and plans for the future. In addition to broad goals in the areas targeted for improvement, objectives and specific action steps are determined. The players in any one district's strategic plan should include teachers, support staff, parents, students, administrators, board members, and community and business members. The plan is updated annually and is usually projected five years into the future. Districts using this type of planning avoid surprises that can occupy a great deal of staff time. Everyone is on the same page and has a common timetable to address specific improvement areas. Additionally, individuals who will be responsible for monitoring progress are a part of its development. Strategic planning offers school districts the opportunity to focus on student learning and achievement, and how best to serve their needs and promote their future success as contributing citizens.

A district engaged in strategic planning will find the Citizenship Tool Kit a useful resource as it creates a plan to promote the development of caring, contributing, productive and responsible citizens.

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Lifework Education

Lifework education is the term used to describe a variety of federal programs designed to work with students in planning for personal, post-high school goals and underpins many district efforts in systemic, school-wide educational reform. The main federal programs involved with this effort are the School to Work Opportunities Act and the Carl Perkins Vocational Education Act, both of which center on secondary school reform efforts. Youth programs under the Job Training Partnership Act provide additional resources and opportunities for school-aged youth by external bodies in cooperation with school districts statewide.

While the grant program associated with the School to Work Opportunity Act is primarily competitive, over 90 percent of Wisconsin school districts participate in this effort to establish school/community/employer partnership systems which expand work-based learning opportunities for secondary students. In addition, 97 percent of Wisconsin's secondary schools participate in funding through the Carl Perkins Vocational Education Act's competitive and formula allocation grant programs.

Critical to all these programs are the connections with the community, especially with employers and labor involved in expanding and improving work-based learning options available to Wisconsin youth.

Wisconsin Partnership Schools Network

State Superintendent John T Benson heads the Wisconsin Partnership Schools Network, which is a member of the National Partnership Schools Network directed by Joyce Epstein out of Johns Hopkins University. Because of the Wisconsin DPI's leadership in family-school-community partnerships, Epstein invited the DPI to be a charter Partnership Schools Network member and to serve as the resource and membership contact for Wisconsin schools. She has encouraged the DPI to allow for flexibility in membership while at the same time adhering to basic standards for developing comprehensive partnerships.

Nearly 50 Wisconsin schools and school districts are network members. In 1997-98, 25 of them received incentive grants from DPI to allocate staff time to help meet partnership goals. Funding to promote Wisconsin's membership primarily comes from federal Goals 2000 and Title VI.

The DPI presents information about membership in the network through its annual family-school community partnership conference, which features Joyce Epstein, through its semi-annual resource learning packets, as well as at various conferences throughout the year

The Partnership Schools Network provides a source of support and information to help schools reach out to all partners. Schools are asked to allocate a budget and staff time to develop partnerships and to address the six types of family-school-community partnerships, which are:

- **Parenting**, which includes responsibility of parents to raise their children and help their children learn and be ready for school. The schools can help by connecting parents to resources and educational opportunities. Parents and other caregivers need to be involved in selecting and offering learning opportunities.
- **Communicating** which must be two-way communication, includes responsibilities on the part of both parents and schools. Parents should be encouraged and enabled to talk with educators about their children, and the school staff should be willing to actively listen. In addition, schools have a responsibility to provide general information, including report cards, in a user-friendly and timely manner.

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- **Learning at home** includes making the connections between what is learned in school, at home, and in the community. Emphasis is on learning, not just schooling.
- **Volunteering** includes participation by parents and other community members at home, in the community, and at school to improve learning opportunities. Even attendance at school events is considered volunteering. The various contributions of all adult family members need to be appreciated; some people can do more than others, but all should be valued.
- **Governance and advocacy** require parents to be accepted as partners. Parents and other adults need to be seen as advocates for all children, not just their own. Decision making should include perspectives of low-income, minority, as well as majority parents and caregivers. The governance structure should allow parents easy access to the schools.
- **Community outreach or collaboration** recognizes that the community has to be a part of the learning process. Resources within the community contribute to the success of all learners, whether those resources are necessary social and medical services or enrichment opportunities.
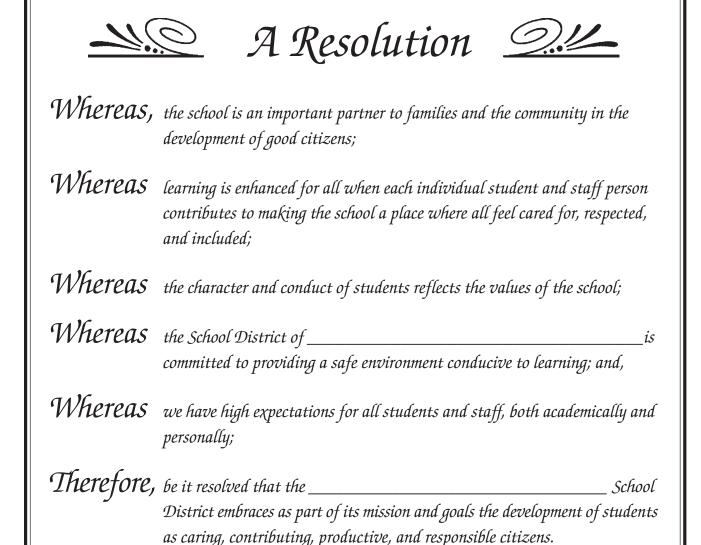
Make a Commitment: Adopt a Resolution

Rationale

Resolutions and proclamations are vehicles for making public a district's commitment to a goal or belief. The creation of such documents promotes discussion that helps to clarify exactly what an initiative is about and why it is being undertaken. That degree of clarity is especially important when a building or district begins a citizenship initiative. Since the term citizenship evokes many purposes and strategies, it is important that those involved clearly define the focus of the local initiative.

Involving the school board, teachers, administrators, students, and community members in the creation of this document helps to get key constituents thinking similarly about the goals and purpose of addressing citizenship. It becomes a first step in establishing a vision for what the school and community helps to achieve through their collective efforts. Resolutions officially sanction the participation of staff and community in planning, implementing, and evaluating activities designed to enhance the personal development of students.

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A Resolution

Whereas, the school is an important partner to families and the community in the development of good citizens;

Whereas learning is enhanced for all when each individual student and staff person contributes to making the school a place where all feel cared for, respected, and included;

Whereas the character and conduct of students reflects the values of the school;

Whereas the School District of _____ is committed to providing a safe environment conducive to learning; and,

Whereas we have high expectations for all students and staff, both academically and personally;

Therefore, be it resolved that the _____ School District embraces as part of its mission and goals the development of students as caring, contributing, productive, and responsible citizens.

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Assemble a Citizenship Team

Overview

All good ideas need a group of committed people willing to provide time and leadership- in order for those ideas to become reality. A citizenship initiative is no different. There is no single school staff person who is automatically suited to be a citizenship team member. Helping students become productive, responsible, caring, and contributing citizens is not discipline or subject specific. Therefore, when assembling a team consider the following:

Does our team include:

- teaching staff representative(s)?
- support staff representative(s)?
- administration?
- adequate representation of families and community, including those not normally involved?
- enough active members to make progress?
- a leader who will coordinate the team's work and communicate the goals to others?

Because a focus on citizenship expands the mission of the school to include social, emotional, and academic learning, it adds a new dimension to the term 'school success.' The citizenship team should be connected to the district or school improvement team. The introduction to this section described a few of the many school improvement processes common in Wisconsin schools. The citizenship team may develop as a work group or subgroup of the school improvement team, or it may exist as a parallel team. Whatever the relationship, it is critical that clear lines of communication are established so improvement efforts are coordinated and do not compete with one another.

Creating A Citizenship Team with Parents as Partners

Forty-eight percent of Americans believe that people need support from their local communities, beyond their immediate families, to help raise their children. Community efforts to strengthen parental involvement can have far-reaching benefits. This underscores the importance of educators seeking ways to continually engage the community.

Schools can recruit parents as full partners in citizenship education initiatives in many ways, including their recruitment as members of a citizenship team. Here are some tips to identify parents as volunteers of a citizenship team and how to keep that involvement meaningful and productive.

- Identify individuals who are typically key opinion leaders or communicators within parent circles. These are not necessarily individuals who hold high or very recognizable employment positions within the community (e.g., bank president, executive director of chamber of commerce, etc.). They are people who are opinion leaders by the work they do, the many contacts they may have, and, most importantly, the influence they may have on groups of people.

- Invite a small group of these opinion leaders in for a meeting or meet individually with potential participants to assess their level of interest in serving on a citizenship team. Be sure to explain the goals, timelines, and possible outcomes of the citizenship team.

- Representation should include working parents, single-parent families, and traditional two-parent families where one parent works and the other stays at home.

- It is important to have a beginning and an end to the citizenship team's work. This is especially true when soliciting volunteer commitments on behalf of parents or community residents. Establishing a timeline provides a clear picture of the level of commitment and time expected of team members.

- Citizenship team meeting dates and times should be established through consensus of all team members. Agenda items and meeting length should also be agreed upon and strictly adhered to by the chairperson(s). This ensures productive time for parents who may be giving up time away from their families. The trade-off is meaningful involvement in a committee that is designed to assist students in becoming responsible, caring, and productive members of society.

- Plan meetings at different times, and in some cases different locations, to make it easier for all team members to be present.

- Integrate new members if others must leave for unforeseen reasons.

- In general, it is important to personally ask parents to serve on a citizenship team, to establish the team's goals and timeline for goal completion, and to keep members active in meetings with a pre-established agenda and meeting duration.

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Citizenship Team Roster

School Year: _____

Team Member/ Phone Number	Position	Strengths/Resources
_____	_____	_____
_____		_____
_____	_____	_____
_____		_____
_____	_____	_____
_____		_____
_____	_____	_____
_____		_____
_____	_____	_____
_____		_____
_____	_____	_____
_____		_____
_____	_____	_____
_____		_____

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Plan for Success: Focus on Small Changes

Overview:

To effectively promote citizenship for youth, stakeholders need to focus on small changes. These baby steps allow the members of a citizenship team to carefully plot a course that provides for public input, gradual but definite progress, and an opportunity to celebrate successes and plan future action. Drastic changes brought about by radical activities, no matter how well intentioned, rarely occur. The hearts and minds of community leaders and ordinary citizens working together in a deliberate, open process can build a citizenship initiative and a generation of smart and good young people.

This micro view, while at times confusing and frustratingly slow-paced, ensures continuous progress toward stated goals and consistency in all efforts. In order to get to where you're going, you first have to know where you are. A self-assessment or inventory of strengths and needs is helpful in accomplishing that. Section 2 of this tool kit provided a simple self-assessment of current practice. Completion of the assessment identified areas the team may feel are a priority for improvement. The following questions may be helpful to further evaluate the results of the self-assessment:

- Which characteristics are currently evident in our school? Which are weak?
- Are our current efforts connected and coordinated, or fragmented? Are all students impacted positively by our efforts? Are some excluded from citizenship development efforts due to scheduling, ability, or other factors?
- Are families and community members aware of, involved in, and supportive of the citizenship initiative?
- Are all teachers and staff aware of, involved in, and supportive of the citizenship initiative?
- How do we want our school to be different three years from now in relation to citizenship development?
- How are our students succeeding on measures of achievement attitudes, attendance, and participation? How might targeting one or more of the characteristics improve student success?
- What costs are involved with our citizenship efforts? Are more resources needed? What are possible sources?
- How will school and community residents be recognized for their work?
- What have been the results of our current work? How will we assess the results of future efforts?

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Citizenship Action Plan

School Year: _____

An action planning guide is a tool to be used following assessment. The guide provided in this tool kit will help the citizenship team select the characteristic(s) it would like to strengthen in your school. Once a focus has been selected, the team can identify citizenship activities that will help strengthen the characteristics and results that identify for the team that the goal is being achieved.

Achieving the characteristics and fostering citizenship requires a multi-strategy approach. To help your team consider multiple strategies targeting students, staff, and community, the action plan includes six arenas of action that provide a framework to ensure your team is taking a comprehensive multi-strategy approach to citizenship development. All arenas of action may be developed for each characteristic. A sample action plan is included in this section.

We want to focus on developing the following (check all that apply)
Targeted Characteristic(s):

☐ Core Values   ☐ Family and Community Involvement   ☐ Address Societal Issues

☐ Safe & Orderly Places   ☐ Positive Relationships   ☐ Engage Students' Minds   ☐ High Expectations

Our goals is:

_____
_____
_____
_____

Measurable results — we will know we've achieved our goal when:

_____
_____
_____
_____

Arenas of Action

Citizenship activities—Identify specific programs or practices that strengthen the priority characteristic(s). Note the specific short-term results you expect from each activity. Give each activity a timeline and note the person(s) responsible.

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Citizenship Activities	Short-term Results	Timeline/ Person(s) Responsible
School Environment Activities		
Curriculum and Instruction Activities		
Staff Development Activities		
Student Program Activities		
Family/Community Activities		
Pupil Service Activities		

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Selected Ideas for Fostering Citizenship

Schools are currently engaged in many activities and programs that promote the development of caring, contributing, productive, and responsible citizens. When a school chooses citizenship as a part of its school mission, these programs take on new meaning and are implemented in ways that help the school achieve the successful school characteristics. The key to success is using multiple strategies that are connected and focused. Following are a few select examples of such strategies.

Youth Service

Service activities integrate community service into the school curriculum. A service program helps to meet community needs while also providing students with opportunities to use academic skills and knowledge in real-life situations and for the common good. Implementing youth service-learning can be an effective way for schools to address a number of characteristics. Youth service has the potential to **engage students' minds** and **keep them connected to school** by helping to make learning more relevant to everyday life. Service-learning gives students an opportunity to use skills learned in the classroom in contributing to their community. It can **develop positive relationships** between youth and adults as they work together to complete service-learning projects. Service-learning takes learning outside the classroom walls and **involves parents and community** as integral partners.

Peer Mediation

Peer mediation programs train students to resolve differences nonviolently and respectfully. A team of students is designated and trained as mediators and called in to assist their peers in resolving conflicts. When combined with effective disciplinary policies for harassment or fighting, peer mediation helps foster many of the characteristics. For example, they **set high expectations** for behaviors that are often based on one or more **core values** the school and community have identified as a shared priority. Mediation programs are an excellent strategy to **address the societal issue** of school violence and harassment. Helping students resolve conflicts in a pro-social way enhances responsibility for their behavior. When the school environment is more respectful and safe, it **keeps students connected** and promotes the **development of positive relationships** among students.

Mentor Programs

Mentor programs match students with an adult from the community who volunteers to spend time with a young person. Many mentor relationships are maintained for several years as the child progresses through elementary, middle, and high school. Mentors provide a child with a positive, caring relationship with a significant adult other than a caregiver. Children see firsthand the benefits of a person who is willing to share their time with others. Mentor programs **involve the community** in **developing positive relationships** with young people so that **youth are connected to school**.

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Character Education

The goals of character education are to help students understand, develop, and model core values. The school and community **adopt a core set of values**, such as responsibility and honesty, they feel are important for youth to embody. These values are then infused into the curriculum, form the basis for student and staff behavior policies and programs, and help to define student and school success. Implementing a character education program makes the school a **safe and orderly place** by emphasizing values such as respect and responsibility. To make those values a priority, the school must **involve parents and the community**. As a result, home, school, and community must develop a consensus about the **high expectations** for behavior they have for youth and adults.

Vocational Student Organizations

Vocational student organizations (VSO) help Wisconsin school districts develop citizenship in their student members by **engaging student minds** and **keeping them connected to school** through provision of a variety of co-curricular activities designed to increase student motivation and provide a framework for authentic learning experiences centering on **family and community involvement**. Activities included in these experiences range from performance assessments related to student projects in the work of their family, community and paid work to service-learning projects based in the community, and work-focused activities related to future career development. Using their training in decision-making, teamwork, and leadership, students have the opportunity to give back to the community through service projects. This enables students to understand community problems and issues resulting in better ideas for solutions in the future. The Department of Public Instruction recommends the following VSOs to school districts and students in Wisconsin:

- Distributive Education Club of America (DECA) - an association for marketing students
- Future Business Leaders of America (FBLA) - an association for business students
- FFA - an association for agriculture students
- Future Homemakers of America (FHA) and Home Economics Related Occupations (HERO) - two associations for family and consumer students
- Health Occupations Services of America (HOSA) - an association for health occupations students
- Vocational Industrial Club of America (VICA) - an association for technology students

To start a new chapter, check with the vocational education teachers in your high school or contact the VSO directors at the Department of Public Instruction to obtain specific information regarding the various organizations, area groups to visit, etc., as well as more detailed information on the development of citizenship as a part of each chapter's annual program of work.

Continually Inform the Community

This tool kit has stressed the importance of developing relationships with parents, clergy, business officials, and other community residents in the development of young people to be contributing, productive, caring, and responsible individuals. To augment this interpersonal relationship building, schools should also develop partnerships with media representatives. This partnership serves two purposes: (1) to tell the school's success stories through various media channels; and (2) to capitalize on the public service practices media are required by law to provide.

Like public schools, newspapers and radio and television stations have a responsibility to the public. Although most studies indicate school district employees, students, and newspapers are the main sources of information about schools, some school districts have found that a local radio or television (cable and/or network) station is the prime vehicle for communicating school information to area residents. At the very least, school districts should consider all media channels as they prepare their news and feature ideas.

Newspapers

Studies have shown newspapers to be among the primary sources of information about schools, especially among taxpayers without school-age children. Although newspaper readership has declined across the country, it is still a medium that cannot be overlooked when communicating with members of your community.

Radio

Radio is frequently overlooked but could be a bonanza in delivering positive news about your school. People listen to radio-when they are driving, working, or tinkering around the house. Most local radio stations consider themselves community-minded. And there are a large number of stations, most of which would be more than cooperative with school officials, to provide airtime for school news and views.

Television

Television offers an extension of the radio report, supplemented by visuals to add credibility to the reporting of an event. For the most part, the same kinds of programs aired on radio may appear on TV. How do schools get airtime on television? Just as they do on radio, by calling the program or public affairs director and providing information about school programs, events, or issues. Generally, the strategies listed for radio apply to TV.

With the advent of cable television came federal regulations requiring free airtime for non-profit and community-based entities. Schools can take advantage of this opportunity to air their programs. However, such programs may be reaching a limited audience, only those residents subscribing to cable television. As cable opportunities present themselves, school officials should be ready.

The school is a reflection of the community, and most community members like to see their community reflected in a positive light. This initiative is about building a positive vision for youth and, therefore, can be a source of pride for the community.

Newsletters

Communicating with parents and other community members is also important at the individual school level. Parents often feel they only hear from school staff when there is a problem. To build a true partnership with the community, it is best to communicate frequently and about positive events as well as the occasional challenge or problem.

A monthly newsletter from the school, individual teachers, or teams of educators is one useful communication vehicle. Newsletters can share information about special projects and current topics of study, including those associated with a citizenship initiative.

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Sample School Press Release

(District/Building Name) **Develops Foundation
for Successful Citizenship**

(District/Building Name) is one of several in Wisconsin to develop a citizenship initiative under State Superintendent John Benson's call for communities to help students become caring, contributing, productive, and responsible citizens.

The Department of Public Instruction has identified seven characteristics of schools that successfully promote citizenship. The characteristics are: identifying core values, creating safe and orderly places, encouraging family and community involvement, developing positive relationships, addressing societal issues, engaging students' minds, and identifying higher expectations for students.

Staff and students are planning and implementing a variety of programs designed to develop the characteristics of _____.

Examples include (write description of local activities here):

_____
_____
_____
_____
_____

The (District/Building Name) citizenship initiative is under the direction of_____

_____(list citizenship team members).

To learn more about the (District/Building Name) citizenship initiative or to become involved in further development, contact _____(name/phone)_____.

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Sample School Editorial

Why Citizenship Belongs In Our School

The notion that helping children to become caring, contributing, productive and responsible citizens is at least one aspect of a good education has been around as long as teachers have been teaching and students learning. In fact, it may have been more the norm in the early days of public education than what is taught in today's classrooms.

Where better to practice such things as honesty, diligence, fair play, and proper conduct than in school?

Where better to learn that there is right and wrong and that one should always strive to do what is right?

Where better to learn to respect others and one's self?

The best place for such lessons is at home and, as always, families can use a partner in raising children to become good citizens.

Children learn more from our actions than from just our words. They watch our behavior and know when there are inconsistencies between what we say and what we do. They also learn through history and literature the values that have historically been held up as positive. Whether they choose to be or not, all adults are role models. The most important aspects of citizenship education do not lie in ten-minute-a-day talks about virtues like honesty and diligence. Research and common sense both emphasize that good citizenship is largely taught by doing.

To help students become caring, contributing, productive, and responsible citizens, school activities should be planned and/or created to provide numerous occasions for the practice of virtue by students in both classroom and school-wide activities. Students can improve their citizenship by helping others in well-planned tutorial activities, serving as teachers' aides, acting as playground monitors for younger children, helping keep their school and classroom clean, observing school rules, entertaining and educating each other and their parents in assemblies, and participating in organized athletic and extra-curricular activities. And, as in a well-conceived academic program, adults must encourage students to strive for excellence in displaying character with as much elaboration and enthusiasm as they might apply to academic success.

Clearly, developing good character is primarily the responsibility of families. But, it is also the shared responsibility of communities, schools, religious groups, service clubs, and a wide range of societal institutions. Working together-families, schools, and communities-is one of the best ways to instill basic, essential values in our youth.

It is well worth the effort by all of us, because these lessons, once learned, last a lifetime.

Engaging Families and the Community Through Key Communicator Networks

The educational venture is no longer a 'closed corporation' run by professionals. The public is increasingly aware of its stake in education and is insisting on a more complete knowledge of the enterprise that so directly affects it. This awakening of public interest and recognition of ownership by the public can become a valuable asset to educators. However, public ownership can be of greatest value if it is understood and used instead of misunderstood and mistrusted by the educational administrator.

The traditional public relations program of the school, consisting, as it does, of "telling and selling" the community on education, is outmoded. Community members are more aware of the role they can and should play in modern education. These developments call for a new and more vital concept of school-community relations.

A little-used concept that incorporates a two-way communication network enables school officials to communicate quickly with the community and the school family, to deal with sparks instead of fires. This key communicators concept provides the basis for an "authorized grapevine" that gets the real school story out to citizens quickly and with credibility. Using key communicators also builds that important partnership between schools and communities in the education of today's youth.

The concept of key communicators is not innovative for schools. Many school districts and schools have used this approach for years in some form or another Few, however have formalized the process of identifying opinion leaders so they can be informed about schools, learn quickly what the community is thinking, and get the community involved in their schools. Citizens often do not accept or reject an idea until they talk with community residents whose opinion and judgment they respect — key people or opinion leaders in a community.

Creating a Key Communication Network

Start with a small number of school personnel who can identify key communicators. Bring them together to help identify representatives of the community's churches, clubs, and civic organizations. Do not focus directly on persons with CEO, President, or Executive Director attached to their names. The idea is to identify people who are opinion leaders by the work they do, the many contacts they may have, and most importantly, the influence they may have on groups of people.

Analyze each key communicator in terms of overall district or specific school impact. One person may be more influential with residents in one elementary school area, while another may be better with a district-wide concern.

Emphasize in meetings or personal conversation that the key communicator concept is based on two-way exchange. Regularly share information with key communicators. Send them background reports, information on initiatives and programs, the board agenda (with personnel items deleted), and an action follow up. Tell them the schools want to hear about rumblings or rumors running throughout the community. If facts are in error, call on the key communicators with real data and information they can pass along.

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Maintain close contact with key communicators through brief meetings, telephone calls, e-mail, or letters. Invite them to react to specific proposals before final versions are prepared.

How many key communicators?

There is no one answer that is right for every school. Consider the following:

- In individual schools or small school districts, it could be 20 to 50. In a large district of 40,000 residents or more, it could be 200 to 300.
- Be welcoming to new, interested volunteers.
- Understand that building a network takes time.
- Fill vacancies promptly as they occur.

What will districts gain?

- An avenue for explaining issues and getting a quick pulse on the community.
- Regular communication with key opinion leaders and more opportunities to convey the many successes or positive accomplishments in the schools.
- Issues that are addressed before they escalate.
- A means of learning what future issues are or might be.
- A way to assist in disseminating accurate information during a crisis, when there is a rumor to respond to or a request to make.
- Greater confidence in the school, administration, and staff.
- An opportunity to focus on the many positive aspects of the school.

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Evaluate Your Results

Introduction

As everyone knows, there is a big difference between setting a goal and achieving one. Evaluation means taking time out to check that the goals established for citizenship efforts are becoming a reality for staff, students, parents, and the community. The following evaluation form poses critical questions to help your citizenship team document the accomplishments made during the school year in implementing one or more of the characteristics. Completion of this evaluation form and the discussion it generates with the citizenship team will help identify priorities for further efforts. These priorities can then be recorded as tasks on the action plan guide (page 51-52) for the next school year. In this way, planning, implementation, and evaluation become a continual improvement process.

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End-of-Year Evaluation

Citizenship Initiative

This annual report helps evaluate the team's progress in developing a citizenship initiative. The report contains one set of general questions and one page for each of the **seven** characteristics. This report should assist the team with its One-Year Action Plan for the next school year.

The entire citizenship team may complete the general questions on the first page. Staff involved in implementing citizenship activities may complete one page about the program/service for which they were responsible. Add more pages as needed.

General Questions:

1. What has changed most in the past year as a result of our work on citizenship?

   _____

   _____

2. Overall, how would you rate the progress of our school's citizenship initiative?

   _____   a.   Not well developed; needs a great deal of work.

   _____   b.   Implemented but needs improvement and expansion.

   _____   c.   Well developed; covers all seven characteristics.

   _____   d.   Well developed and implemented; covers all seven characteristics.

Citizenship Team Members	Position (e.g., teacher, parent, etc.)	Responsibility
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____

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CORE VALUES

Characteristic 1 — CORE VALUES

These activities help identify core values for our school community
and promote student, staff, and community modeling and recognition.

1. List all **core values** activities the citizenship team implemented or improved during the school year.
   _____
   _____

2. Overall, how would you rate the quality of all the **core values** activities the school conducts? (check one)
   _____ a. Not well developed; needs a great deal of work.
   _____ b. Implemented but needs improvement and expansion.
   _____ c. Well developed; covers all seven characteristics.
   _____ d. Well developed and implemented; covers all seven characteristics.

3. Select the **core value** activity that best describes efforts this year and answer the following questions:
   Activity:_____

   How many were involved (approximately)?   Families _____   Teachers _____
   Students_____   Others   _____

   Which grade levels were involved? _____
   What was the main goal of this activity? _____
   _____

   How well was the activity implemented this year? Was it a new initiative or an improvement of an existing
   practice?
   _____
   _____
   _____

   What result(s) did this activity produce for students, teachers, parents, and/or the community? How were the
   results measured?
   _____
   _____
   _____

   What might be done to make this activity even more successful next year? Were there parents, teachers, or
   students who were <u>not</u> involved? How might they be involved in the future? Could other aspects of the
   practice be improved? Explain.
   _____
   _____
   _____

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SAFE & ORDERLY SCHOOLS

Characteristic 2 — SAFE AND ORDERLY PLACES

These activities help identify safe and orderly places for our school community and promote student, staff, and community modeling and recognition.

1. List all **safe and orderly places** activities the citizenship team implemented or improved during the school year.
   _____
   _____

2. Overall, how would you rate the quality of all the **safe and orderly places** activities the school conducts? (check one)
   _____ a. Not well developed; needs a great deal of work.
   _____ b. Implemented but needs improvement and expansion.
   _____ c. Well developed; covers all seven characteristics.
   _____ d. Well developed and implemented; covers all seven characteristics.

3. Select the **safe and orderly places** activity that best describes efforts this year and answer the following questions:
   Activity: _____
   How many were involved (approximately)?   Families _____   Teachers _____
                                               Students _____   Others   _____

   Which grade levels were involved? _____

   What was the main goal of this activity?_____
   _____

   How well was the activity implemented this year? Was it a new initiative or an improvement of an existing practice?
   _____
   _____
   _____

   What result(s) did this activity produce for students, teachers, parents, and/or the community? How were the results measured?
   _____
   _____
   _____

   What might be done to make this activity even more successful next year? Were there parents, teachers, or students who were <u>not</u> involved? How might they be involved in the future? Could other aspects of the practice be improved? Explain.
   _____
   _____
   _____

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Characteristic 3 — FAMILY AND COMMUNITY INVOLVEMENT

These activities help identify **family and community involvement** for our school community and promote student, staff, and community modeling and recognition.

1. List all **family and community involvement activities** the citizenship team implemented or improved during the school year.
   _____
   _____

2. Overall, how would you rate the quality of all the **family and community involvement** activities the school conducts? (check one)
   _____ a. Not well developed; needs a great deal of work.
   _____ b. Implemented but needs improvement and expansion.
   _____ c. Well developed; covers all seven characteristics.
   _____ d. Well developed and implemented; covers all seven characteristics.

3. Select the family and community involvement activity that best describes efforts this year and answer the following questions:
   Activity: _____

   How many were involved (approximately)?   Families _____   Teachers   _____
                                                Students_____   Others   _____
   Which grade levels were involved? _____
   What was the main goal of this activity? _____
   _____

   How well was the activity implemented this year? Was it a new initiative or an improvement of an existing practice?
   _____
   _____
   _____

   What result(s) did this activity produce for students, teachers, parents, and/or the community? How were the results measured?
   _____
   _____
   _____

   What might be done to make this activity even more successful next year? Were there parents, teachers, or students who were <u>not</u> involved? How might they be involved in the future? Could other aspects of the practice be improved? Explain.
   _____
   _____

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Characteristic 4 — POSITIVE RELATIONSHIPS
These activities help identify positive relationships for our school community and promote student, staff, and community modeling and recognition.

POSITIVE RELATIONSHIPS

1. List all **positive relationships** activities the citizenship team implemented or improved during the school year.
   _____
   _____

2. Overall, how would you rate the quality of all the **positive relationships** activities the school conducts? (check one)

   _____ a. Not well developed; needs a great deal of work.
   _____ b. Implemented but needs improvement and expansion.
   _____ c. Well developed; covers all seven characteristics.
   _____ d. Well developed and implemented; covers all seven characteristics.

3. Select the **positive relationships** activity that best describes efforts this year and answer the following questions:

   Activity: _____
   How many were involved (approximately)?   Families _____   Teachers _____
                                                   Students_____   Others   _____
   Which grade levels were involved? _____

   What was the main goal of this activity?_____
   _____

   How well was the activity implemented this year? Was it a new initiative or an improvement of an existing practice?
   _____
   _____
   _____

   What result(s) did this activity produce for students, teachers, parents, and/or the community? How were the results measured?
   _____
   _____
   _____

   What might be done to make this activity even more successful next year? Were there parents, teachers, or students who were <u>not</u> involved? How might they be involved in the future? Could other aspects of the practice be improved? Explain.
   _____
   _____
   _____

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Characteristic 5 — ADDRESS SOCIETAL NEEDS

These activities help identify societal needs to be addressed by our school community and promote student, staff, and community modeling and recognition.

1. List all **address societal needs** activities the citizenship team implemented or improved during the school year.
   _____
   _____

2. Overall, how would you rate the quality of all the **address societal needs** activities the school conducts? (check one)
   _____ a. Not well developed; needs a great deal of work.
   _____ b. Implemented but needs improvement and expansion.
   _____ c. Well developed; covers all seven characteristics.
   _____ d. Well developed and implemented; covers all seven characteristics.

3. Select the **address societal needs** activity that best describes efforts this year and answer the following questions:

   Activity: _____

   How many were involved (approximately)?   Families _____   Teachers _____
   Students _____   Others   _____

   Which grade levels were involved? _____

   What was the main goal of this activity?_____
   _____

   How well was the activity implemented this year? Was it a new initiative or an improvement of an existing practice?
   _____
   _____
   _____

   What result(s) did this activity produce for students, teachers, parents, and/or the community? How were the results measured?
   _____
   _____
   _____

   What might be done to make this activity even more successful next year? Were there parents, teachers, or students who were <u>not</u> involved? How might they be involved in the future? Could other aspects of the practice be improved? Explain.
   _____
   _____
   _____

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Characteristic 6 — ENGAGE STUDENTS' MINDS

These activities help identify activities to engage students' minds and promote student, staff, and community modeling and recognition.

1. List all **engage students' minds** activities the citizenship team implemented or improved during the school year.
   _____
   _____

2. Overall, how would you rate the quality of all the **engage students' minds** activities the school conducts? (check one)

   _____   a.   Not well developed; needs a great deal of work.

   _____   b.   Implemented but needs improvement and expansion.

   _____   c.   Well developed; covers all seven characteristics.

   _____   d.   Well developed and implemented; covers all seven characteristics.

3. Select the **engage students' minds** activity that best describes efforts this year and answer the following questions:

   Activity: _____

   How many were involved (approximately)?   Families _____   Teachers _____

   Students_____   Others _____

   Which grade levels were involved? _____

   What was the main goal of this activity?_____
   _____

   How well was the activity implemented this year? Was it a new initiative or an improvement of an existing practice?
   _____
   _____
   _____

   What result(s) did this activity produce for students, teachers, parents, and/or the community? How were the results measured?
   _____
   _____
   _____

   What might be done to make this activity even more successful next year? Were there parents, teachers, or students who were <u>not</u> involved? How might they be involved in the future? Could other aspects of the practice be improved? Explain.
   _____
   _____
   _____

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Characteristic 7 — HIGH EXPECTATIONS

These activities help identify activities to engage students' minds and promote student, staff, and community modeling and recognition.

1. List all **high expectations** activities the citizenship team implemented or improved during the school year.

   _____
   _____

2. Overall, how would you rate the quality of all the **high expectations** activities the school conducts? (check one)

   _____ a. Not well developed; needs a great deal of work.

   _____ b. Implemented but needs improvement and expansion.

   _____ c. Well developed; covers all seven characteristics.

   _____ d. Well developed and implemented; covers all seven characteristics.

3. Select the **high expectations** activity that best describes efforts this year and answer the following questions:

   Activity: _____

   How many were involved (approximately)?   Families _____   Teachers _____

   Students_____   Others _____

   Which grade levels were involved? _____

   What was the main goal of this activity?_____
   _____

   How well was the activity implemented this year? Was it a new initiative or an improvement of an existing practice?

   _____
   _____
   _____

   What result(s) did this activity produce for students, teachers, parents, and/or the community? How were the results measured?

   _____
   _____
   _____

   What might be done to make this activity even more successful next year? Were there parents, teachers, or students who were <u>not</u> involved? How might they be involved in the future? Could other aspects of the practice be improved? Explain.

   _____
   _____
   _____

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KNOW YOUR RESOURCES

National Organizations

Boys and Girls Clubs of America
1230 W. Peachtree Street, NW
Atlanta, GA 30309
(404) 892-3317
website: http://www.bgca.org/index1.html

Boy Scouts of America
National Headquarters
1325 West Walnut Lane
P.O. Box 152079
Irving, TX 75015-2079
website: http://www.bsa.scouting.org/index.html

Center for the 4th and 5th Rs
State University of New York at Cortland
P.O. Box 2000
Cortland, NY 13045
(607) 753-2455
Fax: (607) 753-5890
website: http://www.cortland.edu/www/c4n5

Character Counts
Josephson Institute of Ethics
4640 Admiralty Way, Suite 1001
Marina del Rey, CA 90292
(310) 306-1860

A coalition of national organizations that support children, including American Federation of Teachers, Red Cross, AARP, Big Brothers/Big Sisters, National Association of Secondary School Principals, National Association of School Boards, et. al.

Character Education Partnership
918 16th Street NW
Suite 501
Washington, DC 20006
(800) 988-8081
website: http://www.character.org/

Civic Practices Network
Center for Human Resources
Heller School for Advanced Studies in Social Welfare
Brandeis University
60 Turner St.
Waltham, MA 02154
(617) 736-4890
website: http://www.cpn.org/

Curriculum Standards for Social Studies
National Council for the Social Studies Publications
P.O. Box 79078
Baltimore, MD 21279-0078
(800) 683-0812

Educators Resource Center
website: http://www.mightymedia.com/edune

Educators Resource Center is a place where educators can quickly and easily find lessons, activities, and programs to facilitate the teaching of environmental issues and human rights and connect K-12 education with social action for a variety of interest areas.

Emotional Intelligence Homepage
website: http://www.virtent.com/eq.html

Provides resources, including student assessment tools, to help educators for social emotional wellness in youth.

Girl Scouts of the USA
420 5th Ave.
New York, NY 10018-2798
(800) 221-6707
website: http://www.gsusa.org/

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Hand in Hand
Focus on Parent/Community/School Connections
1001 Connecticut Ave. NW
Suite 310
Washington, DC 20036
(800) 953-HAND
Fax: (202) 872-4050
Email: hand@iel.org

Institute for Global Ethics
P.O. Box 563
Camden, ME 04843
(800) 729-2615
website: http://www.globalethics.org/

Institute for Responsive Education
Northeastern University
50 Nightingale Hall
Boston, ALA, 02115
(617) 373-2595
Fax: (617) 373-8924

Wealth of materials on building a learning community, connecting schools and communities, civility, reaching community consensus, and parent leadership.

National Association of Elementary School Principals
1615 Duke St.
Alexandria, VA 22314

National Association of Partners in Education
901 N. Pitt St., Suite 320
Alexandria, VA 22314

National Association of School Nurses
P.O. Box 1300
Scarborough, ME 04070-1300
(207) 883-2683
website: http://www.nasn.org

National Association of School Psychologists (NASP)
4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270
website: http://www.naspweb.org/

NASP is taking a stand toward more preventative and inclusive psychological services for children in schools, which would include components of a citizenship initiative. The NASP website is divided into "rooms" like a house. The "family room" provides resources for parents and educators. Particularly valuable are information pieces on helping adolescents avoid risk behaviors.

National Association of Social Workers
Caren Kaplan, ACSW
750 First St., NE, Suite 700
Washington, DC 20002-4241
(800) 638-8799
Email: ckaplan@naswdc.org

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 20191
(703) 860-0200

National Community Education Association
3929 Old Lee Highway, Suite 91-A
Fairfax, VA 22030
(703) 359-8973

National Network of Partnership 2000 Schools
Johns Hopkins University
Center on School, Family, and Community Partnerships
3505 North Charles St.
Baltimore, MD 21218

National PTA
2000 L St. NW
Washington, DC 20036-4907
(202) 331-1380

CITIZENSHIP
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National School Public Relations Association
15948 Derwood Rd.
Rockville, MD 20855

National Service Learning Cooperative Clearinghouse
(800) 808-7378
Fax: (612) 625-6277
e-mail: serve@maroon.tc.umn.edu
Website: http://www.nicsl.coled.umn.edu

Provides a library of research, curriculum, and other materials; referrals to trainers, peer consultants, and other active resources.

National Standards for Civics and Government from the Center for Civic Education
5146 Douglas Fir Rd.
Calabasas, CA 91302-1467
(800) 350-4223

National Youth Leadership Council
1910 West County Rd. B
St. Paul, MN 55113
(612) 631-3672

School Social Work Association of America
Randy Fisher, President
P.O. Box 2072
Northlake, IL 60164
(847) 289-4527
Email: SSWAA@aol.com
School Social Work Home Page
http://www.doe.state.in.us/sservices/socwork.htm

Search Institute
700 S. 3rd St.
Suite 210
Minneapolis, MN 55415
(800) 888-7828
website: http://www.search-institute.org.

U.S. Department of Education
website: http://w-ww.ed.gov

Contains an on-line library with information on various educational programs and initiatives from the national level. Examples include family involvement, Goals 2000, and School-to-Work. Information on funding opportunities is also included.

Youth In Action Network
website: http://www.mightymedia.com/act/

The Youth in Action Network website provides youth an opportunity to get involved in social action around environmental and human rights issues.

State Organizations

School Nurses of Wisconsin
4645 N. 53rd St.
Milwaukee, WI 53218
(414) 461-2707

Wisconsin Model Academic Social Studies Standards
Wisconsin Department of Public Instruction
125 S. Webster St.
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-1771

Wisconsin School Counselor Association
Tom Martin, President
RR 1, Box 215A
Grand View, WI 54839-9801
(715) 779-5666
website: http://www.planethelp.com/wsca/

Wisconsin School Psychologists Association
Paul Nuccio, President
2430 N. Grandview Blvd.
Waukesha, WI 53188
(414) 542-5333
website: http://www.execpc.com/~wspa/

Wisconsin School Social Work Association
Sheila Harris, President
2016 Barbee St.
Milwaukee, WI 53205
(414) 933-6521

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CITIZENSHIP TOOL KIT EVALUATION

Role of person completing this evaluation:

☐ Administrator ☐ Parent ☐ Pupil Services

☐ Student ☐ Teacher ☐ Other (Specify _____

How did you receive a copy of the Citizenship Initiative Tool Kit?

_____

How have you used the tool kit?

☐ Program Planning ☐ Program Evaluation ☐ Grant Writing

☐ Other: _____

What did you like about the tool kit?

_____

What could have been included in the tool kit but wasn't?

_____

Was there any area of the tool kit that you feel could have been further developed? How so?

_____

Optional Information

Name _____ Phone _____

Address _____

_____

Please return this form to: **Student Services/Prevention and Wellness Team**
Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841